

American Sign Language I-IV

Foreign Languages Curriculum Framework

Created 2014

Course Title: American Sign Language (ASL) I-IV
Course/Unit Credit: 1 per course

	American Sign Language I	American Sign Language II	American Sign Language III	American Sign Language IV
Course Number:	449010	449020	449030	449040

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for ASL I. The student entering ASL II, III, or IV must successfully complete the preceding year of study of ASL.

American Sign Language I-IV

ASL I, II, III, and IV provide basic instruction in production and comprehension (language usage), vocabulary, and grammar, and eventually lead to increased communicative and cultural proficiency in ASL. The culture, history, current events, and traditions of the Deaf community are introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Visually attending, signing, role-playing, and group activities are designed to instruct, reinforce, connect language skills, and develop signacy. ASL I, II, III, and IV include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Current ASL teaching pedagogy indicates that using ASL in instruction yields best results for language acquisition. Arkansas Department of Education approval for the courses listed above is not required.

American Sign Language I-IV

Strand	Content Standard
Communication	
	1. Students will interpret aural, written, and visual messages in the target language. (interpretive)
	2. Students will interact by speaking and writing in the target language. (interpersonal)
	3. Students will present information in the target language. (presentational)
Culture	
	4. Students will investigate the practices, products, and perspectives of the target culture(s).
Connections	
	5. Students will apply the target language to reinforce and expand knowledge of other subject areas.
	6. Students will recognize the common and unique views and contributions of the target language and its cultures.
Comparisons	
	7. Students will explain the similarities and differences between the target language and the students' primary language.
	8. Students will explain the similarities and differences between the target culture(s) and the students' native culture.
Communities	
	9. Students will examine ways to use the target language personally and professionally.

Notes:

1. The ASL I-IV document consists of a course description, an appendix of exceptions, and a glossary. This document is intended to be used in conjunction with the Modern Languages I-IV curriculum framework. All notes appearing on page 2 of the Modern Languages I-IV Curriculum Framework apply to American Sign Language I-IV.
2. In Content Standard 1, "aural" and "written" do not apply to ASL.
3. In Content Standard 2, "producing" is used instead of "speaking" in ASL. "Writing" does not apply to ASL.

Appendix 4: American Sign Language – Exceptions

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.1.MLI.1	Replace “elements of speech” and the bulleted list with “the five <i>parameters</i> of ASL” <ul style="list-style-type: none"> • <i>handshapes</i> • <i>movement</i> • <i>non-manual markers (NMM)</i> • <i>orientation</i> • <i>placement</i>”
CMC.1.MLI.2	Replace with “ <i>Fingerspell</i> words using the <i>ASL manual alphabet</i> ”
CMC.1.MLI.3	Add “ <i>lexicalized signs</i> ” to the list of examples
CMC.1.MLI.7	Replace “intonation” with “ <i>NMM</i> ”
CMC.1.MLI.8	Replace “reading and listening” with “ <i>visual attending</i> ”
CMC.1.MLI.9	Add “with live or recorded <i>ASL production</i> ”
CMC.1.MLI.10	Does not apply to ASL
CMC.1.MLI.12	“Oral” does not apply to ASL
CMC.2.MLI.3	“Writing” does not apply to ASL
CMC.2.MLI.6	Add <ul style="list-style-type: none"> • “money”
CMC.3.MLI.1	Add “incorporating the use of <i>classifiers</i> ”
CMC.3.MLI.2	Replace “Write” with “Give short presentations”
CMC.3.MLI.5	Add “ <i>classifiers</i> ” to examples
CLT.4.MLI.1	Add under “culturally appropriate behavior” <ul style="list-style-type: none"> • “attention-getters • disclosing to people who are <i>Deaf</i> that one can use ASL • eye contact • greetings and farewells • interruptions • using ASL in the presence of people who are <i>Deaf</i>” Add under “analyzing differences among target cultures” <ul style="list-style-type: none"> • “directness”

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SLE	Exception
CLT.4.MLI.2	Add <ul style="list-style-type: none"> • “Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager”
CLT.4.MLI.3	Add <ul style="list-style-type: none"> • “experiences in an educational residential life setting”
CLT.4.MLI.4	Add <ul style="list-style-type: none"> • “medicine • technology • National Association of the <i>Deaf</i> • <i>audism</i>”
CLT.4.MLI.5	Add <ul style="list-style-type: none"> • “understanding how people who are <i>Deaf</i> use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on <i>Deafhood</i>”
CLT.4.MLI.6	Add <ul style="list-style-type: none"> • “Chuck Baird • <i>Deaf View/Image Art (De’VIA)</i> • <i>Deaf Professional Arts Network (D-PAN)</i> • National Theater of the <i>Deaf</i>”
CLT.4.MLI.7	Add <ul style="list-style-type: none"> • “Alice Cogswell • American School for the <i>Deaf</i> • Arkansas School for the <i>Deaf</i> • <i>Deaf</i> History Month • <i>Deaf</i> President Now movement • Helen Keller and Anne Sullivan • Laurent Clerc • Martha’s Vineyard • Milan Conference • Thomas H. Gallaudet and Gallaudet University”

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SLE	Exception
CNN.5.MLI.2	Does not apply to ASL
CNN.6.MLI.1	Add “such as regional differences within ASL (e.g., <i>productions</i> , speed of <i>signing</i>)” <ul style="list-style-type: none"> • “<i>name signs</i>”
CNN.6.MLI.2	Add <ul style="list-style-type: none"> • “<i>ABC and 123 stories</i>”
CNN.6.MLI.5	Add “such as closed captioning, open captioning, video relay services, <i>teletypewriter (TTY)</i> , sports hand signs, telephone”
CMP.7.MLI.5	Does not apply to ASL
CMP.7.MLI.6	Does not apply to ASL
CMN.9.MLI.4	Add <ul style="list-style-type: none"> • “<i>Deaf clubs</i>” • “<i>Deaf sports</i>” • “<i>Deaf Night Out</i>” • “<i>Deaf School Homecoming</i>”
CMC.1.MLII.1	Replace “elements of speech” and the bulleted list with “the five <i>parameters</i> of ASL” <ul style="list-style-type: none"> • <i>handshapes</i> • <i>movement</i> • <i>NMM</i> • <i>orientation</i> • <i>placement</i>”
CMC.1.MLII.2	Replace with “Use <i>fingerspelled</i> words in context”
CMC.1.MLII.3	Add “ <i>lexicalized signs</i> ” to the list of examples
CMC.1.MLII.7	Replace “intonation” with “ <i>NMM</i> ”
CMC.1.MLII.8	Replace “reading and listening” with “ <i>visual attending</i> ”
CMC.1.MLII.9	After “texts and visual media”, add “with live or recorded <i>ASL production</i> ”
CMC.1.MLII.10	Does not apply to ASL
CMC.1.MLII.12	“Oral” does not apply to ASL
CMC.2.MLII.3	“Writing” does not apply to ASL
CMC.2.MLII.6	Add <ul style="list-style-type: none"> • “<i>fractions</i>” • “<i>number incorporation</i>”

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SLE	Exception
CMC.3.MLII.1	Add “incorporating the use of <i>classifiers</i> ”
CMC.3.MLII.2	Replace “Write” with “Give short presentations”
CMC.3.MLII.5	Add “ <i>classifiers</i> ” to examples
CLT.4.MLII.1	Add under “culturally appropriate behavior” <ul style="list-style-type: none"> • “attention-getters • disclosing to people who are <i>Deaf</i> that one can use <i>ASL</i> • eye contact • greetings and farewells • interruptions • using <i>ASL</i> in the presence of people who are <i>Deaf</i>” Add under “analyzing differences among target cultures” <ul style="list-style-type: none"> • “directness”
CLT.4.MLII.2	Add <ul style="list-style-type: none"> • “Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager”
CLT.4.MLII.3	Add <ul style="list-style-type: none"> • “experiences in an educational residential life setting”
CLT.4.MLII.4	Add <ul style="list-style-type: none"> • “medicine • technology • National Association of the <i>Deaf</i> • <i>audism</i>”
CLT.4.MLII.5	Add <ul style="list-style-type: none"> • “understanding how people who are <i>Deaf</i> use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on <i>Deafhood</i>”

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SLE	Exception
CLT.4.MLII.6	Add <ul style="list-style-type: none"> • “Chuck Baird • <i>De’VIA</i> • <i>D-PAN</i> • National Theater of the <i>Deaf</i>”
CLT.4.MLII.7	Add <ul style="list-style-type: none"> • “Alice Cogswell • American School for the <i>Deaf</i> • Arkansas School for the <i>Deaf</i> • <i>Deaf</i> History Month • <i>Deaf</i> President Now movement • Helen Keller and Anne Sullivan • Laurent Clerc • Martha’s Vineyard • Milan Conference • Thomas H. Gallaudet and Gallaudet University”
CNN.5.MLII.2	Does not apply to ASL
CNN.6.MLII.1	Add “such as regional differences within ASL (e.g., <i>productions</i> , <i>speed of signing</i>)” <ul style="list-style-type: none"> • “<i>name signs</i>”
CNN.6.MLII.2	Add <ul style="list-style-type: none"> • “<i>ABC and 123 stories</i>”
CNN.6.MLII.5	Add “closed captioning, open captioning, video relay services, <i>TTY</i> , sports hand signs, telephone”
CMP.7.MLII.5	Does not apply to ASL
CMP.7.MLII.6	Does not apply to ASL
CMN.9.MLII.4	Add <ul style="list-style-type: none"> • “<i>Deaf</i> clubs • <i>Deaf</i> sports • <i>Deaf</i> Night Out • <i>Deaf</i> School Homecoming”

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This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.1.MLIII.1	Eliminate <ul style="list-style-type: none"> • “intonation • nuances • pitch • tones” Add <ul style="list-style-type: none"> • “facial expressions • <i>sign intensity</i> • speed • <i>temporal aspects</i>”
CMC.1.MLIII.2	Replace “writer/speaker” with “signer”
CMC.1.MLIII.3	Add new SLE: “Produce cognates, place names, borrowings, and <i>lexicalized signs</i> in context”
CMC.1.MLIII.4	Add new SLE: “Produce language registers in context (e.g., formal, informal)”
CMC.1.MLIII.6	Add “and regional variations”
CMC.1.MLIII.7	Add new SLE: “Produce gestures, nuances, and <i>NMM</i> ”
CMC.1.MLIII.8	Replace “reading and listening” with “ <i>visual attending</i> ”; add “with live or recorded <i>ASL production</i> ”
CMC.1.MLIII.9	After “texts and visual media”, add “with live or recorded <i>ASL production</i> ”
CMC.1.MLIII.10	Does not apply to ASL
CMC.1.MLIII.12	“Oral” does not apply to ASL
CMC.2.MLIII.3	“Writing” does not apply to ASL
CMC.2.MLIII.6	Add <ul style="list-style-type: none"> • “<i>number incorporation</i> • percentages”
CMC.3.MLIII.1	Add “incorporating the use of <i>classifiers</i> ”
CMC.3.MLIII.2	Replace “Write” with “Give short presentations”
CMC.3.MLIII.5	Add “ <i>classifiers</i> ” to examples

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SLE	Exception
CLT.4.MLIII.1	Add under “culturally appropriate behavior” <ul style="list-style-type: none"> • “attention-getters • disclosing to people who are <i>Deaf</i> that one can use <i>ASL</i> • eye contact • greetings and farewells • interruptions • using <i>ASL</i> in the presence of people who are <i>Deaf</i>” Add under “analyzing differences among target cultures” <ul style="list-style-type: none"> • “directness”
CLT.4.MLIII.2	Add <ul style="list-style-type: none"> • “Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager”
CLT.4.MLIII.3	Add <ul style="list-style-type: none"> • “experiences in an educational residential life setting”
CLT.4.MLIII.4	Add <ul style="list-style-type: none"> • “medicine • technology • National Association of the <i>Deaf</i> • <i>audism</i>”
CLT.4.MLIII.5	Add <ul style="list-style-type: none"> • “understanding how people who are <i>Deaf</i> use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on <i>Deafhood</i>”
CLT.4.MLIII.6	Add <ul style="list-style-type: none"> • “Chuck Baird • <i>De’VIA</i> • <i>D-PAN</i> • National Theater of the <i>Deaf</i>”

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SLE	Exception
CLT.4.MLIII.7	Add <ul style="list-style-type: none"> • “Alice Cogswell • American School for the <i>Deaf</i> • Arkansas School for the <i>Deaf</i> • <i>Deaf</i> History Month • <i>Deaf</i> President Now movement • Helen Keller and Anne Sullivan • Laurent Clerc • Martha’s Vineyard • Milan Conference • Thomas H. Gallaudet and Gallaudet University”
CNN.5.MLIII.2	Does not apply to ASL
CNN.6.MLIII.1	Add <ul style="list-style-type: none"> • “<i>ABC and 123 stories</i>”
CNN.6.MLIII.3	Add “closed captioning, open captioning, video relay services, <i>TTY</i> , sports hand signs, telephone”
CMP.7.MLIII.5	Does not apply to ASL
CMP.7.MLIII.6	Does not apply to ASL
CMN.9.MLIII.4	Add <ul style="list-style-type: none"> • “<i>Deaf</i> clubs • <i>Deaf</i> sports • <i>Deaf</i> Night Out • <i>Deaf</i> School Homecoming”

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SLE	Exception
CMC.1.MLIV.1	Eliminate <ul style="list-style-type: none"> • “intonation • nuances • pitch • tones” Add <ul style="list-style-type: none"> • “facial expressions • <i>sign intensity</i> • <i>signacy</i> • speed • <i>temporal aspects</i>”
CMC.1.MLIV.2	Replace “writer/speaker” with “signer” and “texts” with “live or recorded <i>ASL production</i> ”
CMC.1.MLIV.3	Add new SLE: “Use cognates, place names, borrowings, and <i>lexicalized signs</i> in context”
CMC.1.MLIV.4	Add new SLE: “Use language registers in context (e.g., formal, informal)”
CMC.1.MLIV.5	Add new SLE: “Give multistep directions in familiar and unfamiliar contexts in which a problem must be solved”
CMC.1.MLIV.7	Add new SLE: “Use gestures, nuances, and <i>NMM</i> ”
CMC.1.MLIV.8	Replace “reading and listening” with “ <i>visual attending</i> ”; replace “texts” with “live or recorded <i>ASL production</i> ”
CMC.1.MLIV.9	After “texts and visual media” add “with live or recorded <i>ASL production</i> ”
CMC.1.MLIV.10	Does not apply to <i>ASL</i>
CMC.1.MLIV.12	“Oral” does not apply to <i>ASL</i>
CMC.2.MLIV.3	“Writing” does not apply to <i>ASL</i>
CMC.2.MLIV.6	Add <ul style="list-style-type: none"> • “finances • <i>number incorporation</i> • statistics”
CMC.3.MLIV.1	Add “incorporating the use of <i>classifiers</i> ”
CMC.3.MLIV.2	Replace “Use a variety of writing formats” with “Give a variety of presentations”
CMC.3.MLIV.5	Add “ <i>classifiers</i> ” to examples

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SLE	Exception
CLT.4.MLIV.1	Add under “culturally appropriate behavior” <ul style="list-style-type: none"> • “attention-getters • disclosing to people who are <i>Deaf</i> that one can use <i>ASL</i> • eye contact • greetings and farewells • interruptions • using <i>ASL</i> in the presence of people who are <i>Deaf</i>” Add under “analyzing differences among target cultures” <ul style="list-style-type: none"> • “directness”
CLT.4.MLIV.2	Add <ul style="list-style-type: none"> • “Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager”
CLT.4.MLIV.3	Add <ul style="list-style-type: none"> • “experiences in an educational residential life setting”
CLT.4.MLIV.4	Add <ul style="list-style-type: none"> • “medicine • technology • National Association of the <i>Deaf</i> • <i>audism</i>”
CLT.4.MLIV.5	Add <ul style="list-style-type: none"> • “understanding how people who are <i>Deaf</i> use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on <i>Deafhood</i>”
CLT.4.MLIV.6	Add <ul style="list-style-type: none"> • “Chuck Baird • <i>DE’VIA</i> • <i>D-PAN</i> • National Theater of the <i>Deaf</i>”

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SLE	Exception
CNN.6.MLIV.1	Add <ul style="list-style-type: none"> • “<i>ABC and 123 stories</i>”
CMP.7.MLIV.5	Does not apply to ASL
CMP.7.MLIV.6	Does not apply to ASL
CMN.9.MLIV.4	Add <ul style="list-style-type: none"> • “<i>Deaf clubs</i>” • <i>Deaf sports</i> • <i>Deaf Night Out</i> • <i>Deaf School Homecoming</i>”

Glossary for American Sign Language I-IV

ABC and 123 stories	Visual stories for entertainment purposes that incorporate handshapes for letters of the alphabet or numbers
American Sign Language (ASL)	A native, visual-gestural language used by Deaf members of the core Deaf community who share a common language, values, and experiences in interacting with others and having its own unique vocabulary, grammar, and syntax which are different from other sign languages used in North America
ASL manual alphabet	The group of 22 handshapes that, when held in certain positions and/or are produced with specific movements, represent the 26 letters of the English alphabet
Audism	Discrimination, bias, or stereotype against people who are Deaf/deaf or hard of hearing and the beliefs and attitudes that reflect that people who are Deaf/deaf are somehow less capable than hearing people; the equivalent of racism
Classifier	A handshape which has been used so often to show a certain type of thing, shape, amount, or size, that it is associated with a specific category of size, shape, or usage and cause the user of ASL to automatically think of a particular category of <ul style="list-style-type: none"> • thing, such as objects, people, animals, vehicles • shape, such as outlines, perimeters, surfaces, configurations, gradients • size or quantity, such as amount, largeness, smallness, relative size, volume • usage, such as movement paths, speed, interactions; movement and placement which can be used to convey information about the movement, type, size, shape, location or extent of the thing to which the ASL user is referring
Deaf	When capitalized, the word “Deaf” refers to the culture and community of people who are deaf, indicating the difference between the cultural affiliation of identifying with a like group of people with a shared history, traditions, and language and the audiological condition of not hearing; the lower case “deaf” refers to the physical nature of being deaf, as well as to those individuals who are deaf who do not identify with Deaf culture; it is generally considered proper to use the term “people who are Deaf” instead of “deaf people” or “the deaf”
Deaf Professional Arts Network (D-PAN)	A national nonprofit organization that creates music videos featuring Deaf and hard-of-hearing performers, dedicated to promoting professional development and access to the entertainment, visual and media arts fields for individuals who are Deaf or hard of hearing
Deaf View/Image Art (De’VIA)	An art movement of the eyeing/Deaf arts
Deafhood	The process under which each individual who is deaf examines his or her struggles and explains his or her own existence in the world to himself or herself and other members within the Deaf community
Fingerspelling	The process of spelling out words by using signs from the ASL manual alphabet
Handshape	Configuration of the hand and fingers as part of a sign; one of the five parameters of ASL
Lexicalized sign	Fingerspelled English word that has been adopted as an accepted sign in ASL, with modification of one or more of the parameters
Movement	Distinctive actions of the hands for those signs that involve motion; one of the five parameters of ASL
Name sign	A unique sign given to an individual by members of the Deaf community through his or her involvement with the Deaf community that represents the individual’s name

Glossary for American Sign Language I-IV

Non-manual marker (NMM)	Any of the various facial expressions, head tilts, shoulder movements, mouth movements, and similar signals not made with the hands that are added to signs to convey meaning; one of the five parameters of ASL
Number incorporation	Integration of numbers into a sign to show quantity
Orientation	The direction in which the palm of the hand faces in generating a sign; one of the five parameters of ASL
Parameter	One of five characteristics of a sign in ASL: handshape, movement, NMM, orientation, and placement
Placement	The location of a sign relative to the body; one of the five parameters of ASL
Production	The active, purposeful expression of information intended to be seen by the eye; the ASL equivalent of speaking or writing
Sign intensity	Varying the vigor, speed, or abruptness of a sign and facial expressions to show intensity of action
Signacy	Fluency of ASL, including both receptive and expressive skills
Signing	Using hands, facial expressions, and body language to compose and communicate messages in a visual/gestural language
Temporal aspect	Method by which ASL gives information about time via verb modulation (inflection), such as the duration or frequency of an event rather than the actual time of the event
Teletypewriter (TTY)	A type of electronic device for text communication over a telephone line designed for use by persons with hearing or speech difficulties
Visual attending	The active, purposeful reception of information intended to be seen by the eye; the ASL equivalent of listening (aural reception)

Contributors

The following people contributed to the development of this document:

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